

Washington Learns “Market Place” Activity Spokane Public Schools Pre-apprenticeship Program presentation:

Question 1. Briefly describe your program or effort.

Spokane Public Schools Pre-apprenticeship program has been designed and developed to provide opportunities for students, contractors, apprenticeships and the school district. For **high school students**, pre-apprenticeship is a course of study in professional-technical programs related to the construction and building trades which, upon successful completion, provide students with advanced standing for a seamless entry into post-secondary apprenticeship training programs.

For **contractors and apprenticeships**, pre-apprenticeship is a recruiting tool for applicants into their respective apprenticeship programs. High School students learn about apprenticeships and experience them first hand by attending training activities while in the pre-apprenticeship program. These activities are a time when apprenticeship instructors and coordinators get a chance to know and evaluate the pre-apprentices.

For **The School District**, pre-apprenticeship provides interested and qualified students attending its schools with a pathway to jobs in the construction trades after graduating from its schools. The district desires to have qualified and recently graduated students from its schools employed on district construction projects as part of an approved apprenticeship training program.

Question 2. What has facilitated program development and implementation? Describe barriers to program development and implementation.

The Inland Northwest Apprenticeship Coordinators Council has been very instrumental in developing and promoting the idea of pre-apprenticeship. The council met regularly with **School District Administrators and Facilitators** to gain understanding and ultimately reach the agreements necessary to develop the program.

The Apprenticeship Utilization Agreement was a marketable idea that school district, contractors and students could all buy into. Spokane Public Schools and The Spokane Skills Center have been instrumental by marketing the idea of apprenticeship to students and training them. Spokane Public Schools developed the pre-apprenticeship web page and made it interactive where students can access information and apply. The web page also allows apprenticeship groups and contractors to post opportunities for students to job shadow, attend apprenticeship classes and to have work experiences. **The**

Apprenticeship Preparation Articulation Agreement set program standards for student entry requirements, student expectations while in the program and course work to be completed. **The Spokane School Board** facilitated the programs implementation by whole heartedly supporting the agreements and resolutions.

Some of the barriers we experienced were the lack of understanding apprenticeship, student liability while attending opportunities and excessive paper work for students, parents and contractors. High School requirements and schedules made it very hard for some students to attend opportunities. Lastly, this has been an unfunded effort for all those involved.

Question 3. What evidence of effectiveness or measures of success?

Last years pre-apprenticeship class had seventeen completers of which we were able to contact thirteen. Nine of the thirteen are currently in apprenticeships.

Last year eight apprenticeships scheduled and held opportunities for students to come to their facilities and participate in learning activities. Most of the apprenticeships offered multiple times to accommodate pre-apprenticeship student schedules. Altogether there were twenty-nine opportunities for varying numbers of students which totaled one hundred and fourteen individual student opportunities.

Four of the largest general contractors in the city of Spokane participated in job shadows and four students had paid work experiences while in the program. Any pre-apprenticeship student wanting a summer job was offered one.

Question 4. What policies would you recommend to make the program more accessible and productive across the state?

Apprenticeship Utilization Language can be adopted and direct entry for pre-apprentices into apprenticeships negotiated state wide.

We need to solve the issue of liability. Contractors are immediately skeptical and hesitate to become involved. Bouten Construction came up with a supplemental provision to hold the contractor harmless.

We need to make the paperwork manageable for all work based learning managers.

The pre-apprenticeship articulation agreement between participating apprenticeship programs, Spokane Public Schools and the Spokane Skills Center could be developed and used as a model for implementation.

Question 5. Describe program costs and information about how the program is currently funded.

Currently the program is being indirectly funded by the apprenticeship groups and contractors. Pre-apprenticeship students attend opportunities at apprenticeship sites and experiences at construction locations. The program utilizes apprenticeship facilities and instructors along with any materials needed. One future expense would be in the recruitment of students, contractors, companies and agencies to be involved in the program. Another expense would be to maintain consistent communication with all those involved and maintenance of the web site. Many non paid hours have been incurred creating and maintaining the program which in the future would need to be compensated to insure its continued success.

High School Pre-Apprenticeship Coursework Checklist

Time Line	Description	Requirements	Description of Courses	Date Completed
Section 1: To Be Completed at High School or Skills Center				
Minimum of two semesters. Preferably in the same subject area.	Courses	2 semesters required in any combination	High School	Skills Center
			Woods	Construction Technology
			Metals	Welding
			Materials Processing	
Completed by conclusion of program	Courses	Required Required Preferred	Integrated Math 1 (Algebra) (Required for Sheet Metal and Electrical)	
			Integrated Math 2 (Geometry)	
			Integrated 3 (Trigonometry)	
			Portfolio	
Section 2 May Be Completed at High School or Skills Center* or Industry				
Total of 6 hours (during 1 st or 2 nd year)	Job Shadow and Orientation Workshops	6 hours required in any combination	Industrial Safety/OSHA/WISHA	
			First Aid / CPR, with CPR certificate	
			Personal Finance & Management	
			Career Planning and Applied Communication Skills	
Section 3 May Be Completed at Apprenticeship, Community College, Skills Center* or Industry				
14 hours (during 1 st or 2 nd year)	Industry & Technology Workshops (approved by Advisory Committee)	14 hours required in any combination	Apprenticeships and Labor Relations	
			Safety Equipment and Supplies	
			Fasteners	
			Lasers	
			Hydraulics	
			Pneumatics	
Section 4 Will Be Completed at Apprenticeship				
Minimum of 2 hours each (during 1 st or 2 nd year)	Industry Experience organized by apprenticeship	Minimum of 5 areas	Brick Masons experience	
			Laborers experience	
			Carpenters experience	
			Electricians experience	
			Plumbers experience	
			Sheet metal experience	
			Iron Workers experience	
			Painters, Tapers and Glaziers experience	
Section 5 Will be Completed in Industry Organized By Apprenticeship				
9 weeks or a minimum of 80 hours in 2 nd year, following completion of other requirements	On-the-job Worksite Learning Experience	Paid or Non-paid experience	Construction Related Material Handling	
			Tools & Equipment sales/rentals & maintenance	
			Safety Supply	
			Fasteners	

Please see accompanying descriptions on "Fact" sheet.

December 2004

*Available at the Skills Center depending on student schedule and time of event.

Contact email: kkester@ospi.wednet.edu